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ABSTRACT

The scope of these recommended standards for policy and provision of school library resource centers in Great Britain encompass the following six areas: (1) scope and arrangement of the memorandum; (2) the purpose and function of the school library; (3) administration, organization and finance; (4) staff: duties, status and qualifications; (5) stock: books and other materials and (6) school library accommodation. (MM)

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SCHOOL LIBRARY RESOURCE CENTRES

Recommended Standards for Policy & Provision

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THE LIBRARY ASSOCIATION
1970

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Introduction

1. Of the value of school libraries there can be no argument. There has, however, been no national direction and the absence of any published standards has handicapped progress and has led to extreme variations in the provision of school libraries up and down the country. This situation needs urgent attention, since school libraries in Britain generally compare unfavourably with those in the U.S.A., Australia, Canada, the Scandinavian countries and elsewhere. Progress in most of these other countries has been due in no small part to the general acceptance of published standards for the provision of school libraries.

2. The Library Association, therefore, set up a School Libraries Sub-Committee in 1969 to consider the whole problem, and to recommend standards for the policy and provision of school libraries as it has previously done for college of education libraries and colleges of further education. The Sub-Committee has met on eight occasions, and after long and earnest study of the problems, now submits the ensuing memorandum.

Scope and Arrangement of the Memorandum

3. As requested by The Library Association Council, every effort has been made to achieve uniformity of presentation with other published standards for other types of libraries. After discussing the purpose and function of the school library the memorandum then deals with problems of administration, organisation and finance before going on to the more specific questions of the status and qualifications of staff, standards of stocks of books and other materials, and standards of school library accommodation. The memorandum includes standards for school library service departments.

The Purpose and Function of the School Library

4. The function of the school library is to provide books and other learning material for the pupils and staff of the school. Its resources must relate not only to the expressed and anticipated requirements of all departments and special interests of the school, but also be able to satisfy the demand for books and materials for personal and individual use.

5. In addition to providing such material, the staff of the library should encourage its use and provide opportunity for learning how to use it.

6. The library should transcend the requirements of the curriculum, and its direction and administration will reflect this attitude. This will require an objective and independent approach identified both with the school and the scholar, and will influence the policy of book selection, of planning and of the extension activities of the school.

7. The more important needs which a school library should meet are:

(a) curricular requirements and background reading;

(b) cultural development and out-of-school interests;

(c) the provision of books for home reading;

(d) the provision of opportunities for learning how to use books and of training in the use of libraries. Wherever possible, these opportunities should be offered during the course of day to day work.

Primary schools

8. The library should contain a collection of material which will encourage and help the children to read with pleasure and help them in all the activities, discoveries and observations which they undertake under the guidance of their teacher. In the junior school, the children will require the opportunity for experience and instruction in the use of libraries as well as of books. As far as possible, learning to use a library should arise from normal studies, though some set instruction will be needed.

Middle and secondary schools

9. Secondary school pupils are expected not only to seek information, but to give consideration to it and to apply their new-found knowledge to the work in hand; they are encouraged to form their own opinions and to express them. In addition to the functions of a primary school library, therefore, the secondary school library needs to cater for this development in the pupils' abilities and to encourage thinking as well as to provide information. Every effort should also be made to encourage the habit of reading which can give satisfaction for the rest of the pupils' lives.

Administration, Organisation and Finance

10. School libraries in Britain have developed unevenly and it is not possible to generalise about the way in which they are organised and administered at present. It is nevertheless clear that there is considerable need for a re-assessment of the place of the library in the school and a greater recognition of the part the public library should play in this.

11. The highest standards are more easily attainable in areas where there is close co-operation between the local education authority and the library authority. In these areas there is usually a school library service department, financed from education funds and organised by the public library. Such a department is considered essential to the general development of school libraries. Consultation about school library matters takes place at all levels, from chief officer downwards, and is concerned with policy and administration, over and above the procedures for book supply and library maintenance. In most instances, the administration of the school library is the responsibility of the head of the school who, in turn, delegates duties either directly to a professional school librarian or to a member of the teaching staff. In consequence, library standards within schools vary according to the interest and enthusiasm of the head of the school and the efficiency and qualifications of the school librarian.

12. No library today can stock *all* the material its users will need and few, if any schools can provide *all* the services necessary for the efficient and economic running of their libraries. Co-operation between the public library and school library at all levels is, therefore, considered to be essential if the library is to play an effective part in the life of the school. The chartered librarian with his training in bibliography, his knowledge of books, his technical skills and his experience of library administration and organisation, has much to offer the schools; the professional skills of the teacher, his knowledge of children and his experience with children of all types of background, make it possible for him to offer practical assistance in book selection and in the introduction and use of books with children.

13. All local education authorities should have a defined policy on the provision of school libraries, formulated by consultation between the chief librarian and the chief education officer, responsibility for which should be delegated to a senior and specialised member of the library staff, whose duty will be the promotion and development of the library service in schools.

14. The adequate financing of the school library to meet the many demands made on it will be divided between capital outlay for the provision and furnishing of library rooms and areas, an initial grant for the books themselves together with provision for their future maintenance, and the provision of library equipment and stationery.

15. Capital outlay for library rooms and furniture will form part of the original cost of the building and these will be maintained with the rest of the building fabric.

16. The initial cost of stocking the library in all schools should be regarded as a capital cost, but adequate annual grants for the maintenance of the stock must be made if the library is to perform a permanently useful function in the school.

17. The cost of running a good library in all LEA maintained schools is likely to be divided between grants made directly to the school and those made to a central school library service.

18. As a general approximation, the average price of a primary school library book at January 1970 prices is 15s. 0d. (£0.75) and for a secondary school library book, 30s. 0d. (£1.50). This excludes books for advanced courses which are usually much more expensive, e.g. in 1968/69, the average price for a newly published adult book on physics was £4 11s. 2d. (£4.56) and for one on chemistry £5 3s. 10d. (£5.19).

19. Facilities such as book purchasing and servicing, bibliographical and other advisory services, the circulation of loan collections, project/topic loan services, and the maintenance of collections of drama, music and audio-visual materials, will usually be provided centrally. The allocation of funds between individual schools and the central school library service must take the cost of these facilities into account, as well as the cost of maintaining central premises and transport, and the salaries and wages of professional and clerical staff and drivers. The cost of maintaining the stock would thus be shared between the central library service and individual schools, and it cannot be too strongly emphasised that each school should have control of an annual grant which, together with supporting services, is sufficient to maintain an adequate and lively stock appropriate to the needs of the school.

20. Care should be taken to see that essential library furniture and equipment such as catalogue cabinets are included in the capital cost of all new schools, thereafter being replaced and supplemented when necessary from funds allocated to such purposes. Library stationery and equipment should not be a charge on the library books, binding and periodicals grant.

21. The future development of school libraries will certainly be towards resource centres, in which all types of communications media are used in addition to books. Already, many schools collect films, records and tapes either as part of the library or in a separate audio-visual aids department. Many local authorities have audio-visual aids advisers, and the Schools Council, through its Humanities Project for example, is encouraging the use of all such media both in curriculum development and as sources of information. These media rely on library techniques of indexing and systematic arrangement for their successful exploitation, just as much as books; a professional school librarian is well equipped to deal with them, as successful experience in the United States of America already shows. This development is likely to involve considerable expenditure on material other than books and this would be additional to the money needed for books, periodicals and binding.

Co-operation

22. Co-operation is necessary at national level and at local level, between chief officers, senior staff in education and library departments, between school library service staff, librarians, teachers and audio-visual aids advisers.

(a) *At national level*

Experience has shown that there should be improved liaison between the several departments of the Department of Education and Science (DES) responsible for the various aspects of school library administration and provision. The DES should recognise the need for co-operation at local authority level and should actively promote it. There is also scope for greater consultation between The Library Association and the various educational associations — e.g. the National Foundation for Educational Research, the National Association of Teachers of English and the Schools' Council, and for the development of further co-operation with such bodies as the School Library Association and the National Book League.

(b) *Between the education authority and the library authority*

At this level co-operation would be concerned with determining matters of major policy — the application of standards of book provision, consultation over the appointment of staff, planning school libraries, organising library courses for teachers and the provision of a professional advisory service on all matters relating to school libraries. The policy would be implemented by the librarian-in-charge of the school library service department. There should also be consultation and co-operation between the various educational advisers and the librarian-in-charge of the school library service department.

(c) *At local level*

At this level co-operation will be between school library service staff, local public librarians, school librarians and teachers, and will be concerned with:—

(i) *Selection of books and other materials.* It is essential that there should be the fullest co-operation in selection. This might take the form of panels of teachers (including subject specialists) and librarians discussing and reviewing new publications and compiling lists. Advice and help from school library service staff in keeping stocks up-to-date and in good condition will be an important part of the work done at this level, especially in schools where there is no professional librarian.

(ii) *Public library visits.* It is important that children are encouraged to make good use of their local library however good their school library may be. Visits to the public library should be planned by teachers and librarians together to ensure that visits are relevant to the children's needs and that all children get a fair share of the time and accommodation available.

(iii) *Exhibitions.* Exhibition collections, both of new books and standard works, should be made available to teachers. These might be at the central library or library headquarters, but, where the area is large, regional exhibitions should be provided at regional libraries, at teachers' centres or colleges and institutes of education. Exhibitions should also be taken to all schools in rural areas. It is essential that librarians are always available at these exhibitions so that there can be discussion and exchange of ideas.

(iv) *Teachers' courses.* At in-service training courses arranged by the local education authority, book exhibitions should be provided and library staff be available to talk about books and the library aspects of the particular course concerned. Courses on school library practice should also be arranged, and these would primarily be designed to give teachers the opportunity to discuss library matters with their colleagues and other librarians and to make them aware of the books and services available. These courses might usefully be held at teachers' centres, thus involving more teachers than those actually responsible for the running of school libraries.

(v) *Training of teachers.* In colleges of education and in institutes and schools of education more training should be given in the use of books and more information provided about the kinds of services available from public libraries. Here libraries can help by supplying exhibitions and arranging for library staff to talk to students, although most of the teaching in this field should be the responsibility of the tutor-librarian. It is not, however, the job of the college to teach the techniques of librarianship — the emphasis should be on learning about books and the resources of libraries, and relating them to teaching.

(vi) *School librarians.* All librarians working in schools should be given opportunities to attend regular meetings organised by the school library service department at the local level, in which all concerned with library work with children would be involved. Such meetings will provide the opportunity for assessing new books, discussing problems in local library administration, initiating new schemes and propagating fresh ideas for the mutual benefit of library, school and children.

(vii) *Supplementary services.* Every school has its own characteristic features and functions, but in dealing with books and other research materials there are certain basic routines which are common to all schools and this applies particularly to the routine processes necessary for the efficient maintenance of the school library. These routines are time consuming and it is often difficult to obtain clerical assistants within the school to whom such duties can be assigned. The time of the school librarian should not be spent on this work. When these processes are centralised under the school library service department, both economy and efficiency can be increased. The processes which could come within this category are — central book ordering and accounting, book processing, cataloguing and classification, book binding and repair.

(viii) *Independent schools.* It is recognised that some libraries in independent schools are of high quality but this situation is by no means universal. There is no statutory commitment on or direction to local education authorities or library authorities to assist libraries in independent schools. The extent and nature of the help given varies from area to area. Some authorities extend the same service to independent schools as to local authority schools. It would be helpful if the DES were to give earnest consideration to the present inequitable and anomalous situation in this respect.

Staff: Duties, Status and Qualifications

23. For the school library service to play an integral part in the education services of a local authority, it is essential that it be staffed by qualified librarians able to communicate with all appropriate levels of educational personnel, advisory, administrative and academic, as well as with the pupils themselves. School library service staff should be able to offer and interpret the library and information services available to meet the needs of all the above categories.

24. The school library service staff should be fully aware that, in an era of proliferating educational ideas at all levels from nursery through to further education; with the shift in emphasis from the rigid teaching to the flexible learning situation; with the explosion of media other than print in the world of education, there has never been a greater need than now for the bibliographical and organisational skills of the informed and experienced chartered librarian.

School library service staff

25. The organiser and his team of advisers should be chartered librarians and have status and salary commensurate with other specialist advisers in the local education service. As well as broad experience in bibliographical and organisational skills, the organiser and his team should have had experience in library work with young people; experience in school and/or college libraries is desirable; certainly a total sense of involvement in these fields is essential. The organiser will also require the necessary skills for supervision, organisation and in-service training of staff. The personal qualities of the organiser and his team should include a keen interest in developments in their own professional field and in current educational trends; the ability to assess and relate such developments and interpret them in terms of the service to colleagues in the education and other library services as well as to school library service staff; the ability to communicate easily with other specialist advisers, heads of schools, teachers and children and young people, as well as with colleagues in other library services, and to recognise the importance of this public relations role.

26. Some suggested functions of the organiser and his team are as follows:—

(a) To help to formulate school library service policy in association with senior library and education service personnel, taking into consideration current developments in curriculum planning at all levels; to ensure the effective implementation of that policy by making sure that it is understood not only by school library service staff at all levels, but also by colleagues in the education and library services.

(b) To estimate and administer the finances of the service.

(c) To be aware of new developments in the planning of school buildings and to contribute at all appropriate stages in school building and improvement programmes.

(d) To participate in conferences, courses and meetings for educationalists, teachers, librarians and students within the local authority; to organise in-service training for school library service staff, school librarians, library assistants, trainees and students from schools of librarianship; to co-operate with colleagues in local colleges of education in giving information to student teachers.

(e) When chartered librarians are employed in schools, to ensure adequate conditions of service and to mitigate any sense of professional isolation of the chartered librarian in the school by ensuring maximum opportunities for professional communication.

(f) To visit primary, middle and secondary schools in order to discuss the schools' needs and to advise on the selection, organisation and exploitation of resources; to take all opportunities offered to discuss library matters with the staff and pupils and to speak to parent-teacher associations and similar bodies.

(g) To ensure close contacts between schools and local sources of information: school library service, other library services and information sources; to alert colleagues in these services of possible new demands on resources; to encourage teachers to co-operate in the same way; to ensure that they are fully aware of the extent of these resources.

(h) To be critically aware of books and allied materials available for children and young people, as well as of books and materials of interest to teachers; to disseminate this information through school visits, preparation of bibliographies and booklists, by talks and displays for conferences, courses and meetings.

(i) To keep constantly in touch with appropriate educational advisers and personnel concerned with the schools visited; to maintain close contact with colleagues both within and outside the local authority.

27. For authorities serving up to 100 schools, the staffing of the school library advisory service requires a minimum of three full-time chartered librarians, with the experience and qualities outlined above, together with adequate clerical assistance. For authorities serving over 100 schools additional qualified advisory help will be necessary: at least one full-time chartered librarian for every 75 schools. Additional services such as the provision of loan collections will require extra qualified staff. Rural areas with scattered school populations may warrant a higher staffing ratio in both advisory and supportive services.

28. As the main pressure on the school library services is during term time, a few posts for professional assistants might be considered suitable for chartered librarians working part-time.

Chartered librarians in schools

29. At the present time professional help in the primary school field will probably be provided by the advisory staff of the school library service, perhaps with the assistance of peripatetic colleagues concerned with helping small groups of schools. It has been predicted, however, that "with the increase in the number of large comprehensive schools the need for full-time qualified librarians is likely to increase rapidly." *(Report on the supply and training of librarians, H.M.S.O. 1968).* It is considered essential that schools of 800 pupils and above have the services of at least one full-time chartered librarian.

30. The chartered librarian should have status commensurate with a head of department and should be free to communicate directly with the head of the school and all members of the academic staff. A mature approach to working with adults as well as a deep interest in work with children and young people are essential qualities. The librarian should also have a keen interest in educational developments, in addition to those in his own professional field, and should be prepared to attend courses, conferences and meetings to keep abreast of new developments.

31. Some suggested functions of the chartered school librarian are as follows:—

(a) Co-ordinating the selection of books and other materials in close consultation with the staff. The librarian should be included in curriculum planning discussions so that books and other materials are available and organised in time to meet the changing educational needs of the school. Close co-operation with audio-visual experts on the staff is also necessary.

(b) Administering the library/resource centre: administration of library funds; organisation and recording of books and other materials; organisation of library personnel (paid); organisation of pupil help.

(c) Providing information, books and materials for pupils; organising displays, not only in the library but in other parts of the school as requested.

(d) Providing bibliographical information on books and materials for staff for their own professional needs as well as for their teaching.

(e) In close co-operation with the staff, arranging for instruction in library skills, integrating this instruction as far as possible into the learning programme.

(f) In co-operation with the staff, supervising the balanced use of the library by individuals, groups and classes ensuring maximum availability.

(g) Acting as a link between the school and all outside sources of information; encouraging pupils to seek out their own further information and helping them to formulate enquiry techniques.

(h) Maintaining close liaison with colleagues in local libraries and information centres, keeping them informed of current developments.

(i) Maintaining close contacts with contributory primary schools and further education establishments to ensure a sense of continuity in books and materials provision and use; keeping in touch with colleagues in local college and institute of education libraries.

(j) Co-operating in the school library service with the in-service training of new colleagues, unchartered personnel, students of librarianship and student teachers.

32. There are two opinions on the method of appointment of chartered librarians to secondary schools:-

(a) That the librarian should be appointed directly by the head of the school and governors to the staff of the school. The advantages of this method are felt to be that the librarian would be immediately accepted as an integral part of the staff and that he would be responsible to the head of the school alone.

(b) That the librarian should be appointed to the school library service in the first instance before being allocated to the school after an interview with the head of the school and possibly the governors. The advantages of this method are felt to be that the possible sense of professional isolation felt by the school librarian would be minimised, professional confidence increased and that transfer within the service would be relatively simple should the need arise.

33. When an education authority decides to employ chartered librarians in secondary schools the following practices should be operative:—

(a) There should be sufficient clerical help available so that the librarian is not in any way inhibited in the exercise of his professional skills. It must be emphasised here that help from pupils, valuable though it may be to the librarian and to the pupils themselves as an educational exercise, should *not* be considered as a substitute for adequate paid help.

(b) Physical working conditions should be adequate. In many newly built schools, office accommodation for the library is an accepted feature. But in older buildings where libraries have been converted from classrooms, it is sometimes difficult to ensure minimum

standards for working conditions. As far as location of library accommodation is concerned, if this is in two or more buildings additional library assistance will be essential to enable the librarian to cope adequately.

34. It is recommended that the following basic scale be adopted:—

Number of pupils	*Professional staff*	‡*Clerical staff*
800—1000	*1 librarian	1
1000—1500	1 librarian	
	†1 assistant librarian	1
1500 and above	1 librarian	
	2 assistant librarians	2

**Librarian* a chartered librarian with experience and qualities as outlined above.

†*Assistant Librarian* either an assistant in his qualifying year, having completed his examinations; or possibly, as the main pressure of work is during term time, a chartered librarian working part time.

‡Where there is no centralised purchasing scheme, additional clerical staff will be required.

35. Where the library includes a sizeable quantity of audio-visual material, it is essential that there should also be technical assistance.

36. Many secondary schools will continue to have rolls below 800 for some time to come. It may be that circumstances, particularly the development of the library as a multi-media resource centre, will warrant the appointment of full-time chartered librarians to smaller schools. Certainly these schools need some form of regular help from a chartered librarian. Half-time posts for chartered librarians have been established in some smaller schools. It must be stressed, however, that the demands on the professional skills of the librarian in this situation can be almost as intensive as in a larger school, so it is absolutely essential that sufficient clerical help is provided in these circumstances. Where two smaller schools are co-operating in various curriculum matters it might be more satisfactory to appoint a full-time chartered librarian to have over-all responsibility for the library provision in both schools, with an assistant librarian in each school. This staffing arrangement might also appeal to those authorities whose pattern of education provides for middle schools or junior and senior high schools, when more than one school is on the same campus.

Teacher-librarians

37. The organisation of some smaller secondary school libraries and most primary school libraries will continue to be the responsibility of teacher-librarians, some of whom will hold the teacher-librarian certificate sponsored jointly by The Library Association and the School Library Association.

38. In many local authorities there is a considerable history of close and happy relations between school library service staff and teacher-librarians, each benefiting from the professional expertise and experience of the other. It is important that maximum opportunity be given for teachers and librarians, whether or not concerned with the actual organisation of the school library, to meet and discuss matters of mutual concern such as relevant curriculum developments, the selection and exploitation of books and allied materials, and the use of local resources. Such opportunities should be provided by in-service training courses organised by or in consultation with the school library service staff.

39. Many teacher-librarians in primary, middle and secondary schools, although holding posts of responsibility and receiving special allowances, nevertheless are not given adequate time in the school day to cope with the organisation of the school library. All too often it has been taken for granted that much of the work should be done in a teacher's "free" time and advantage has been taken of devotion to duty. This has not only placed an additional burden on already busy teachers, but has also fostered the view of the school library as an "extra". Local authorities must recognise that if the school library is to play an integral and positive role in the work of both primary and secondary schools, then adequate staffing provision is a priority.

Stock: Books and Other Materials

40. A school library which is to be really effective and of maximum use to the staff and pupils must contain a well-balanced and carefully selected stock. The needs of all pupils should be taken into consideration with proper regard for the complete range of their ability. There are some 30,000 books published annually in the United Kingdom of which some 2,500 are intended for children so the choosing of books for a school library is no easy task, though it becomes less difficult if all sources of help are used to the full. These sources include book lists, bibliographies, reviewing journals and the resources of the local public library, especially where a school library service run by the public library authority is in operation. Bookshops which carry a selected stock of high quality children's books will be worth frequent visits by the school librarian.

41. It will be convenient to divide the recommendations about stock into six headings:

Categories of bookstock
(a) Primary schools
(b) Middle and secondary schools

Size of bookstock
(a) Primary schools
(b) Middle and secondary schools

Initial stock
(a) Primary schools
(b) Middle and secondary schools

Maintenance of bookstock
(a) Primary schools
(b) Middle and secondary schools
School library service
Other materials

Categories of bookstock

42. (a) *Primary schools*

A wide selection of picture-books should be provided for the youngest children. A good collection of anthologies of stories and poems suitable for reading or telling to children is useful in any school library, but is particularly valuable in a library serving children of this age. There should be a plentiful selection of books suitable for young children who are beginning to read for themselves, and these should be supplemented by fiction suited to the tastes and interests of the older juniors.

The benefits gained from the purchase of some books in paperback format should not be overlooked. If these books can be strengthened for use in the library, some worthwhile children's books will be made available which are not always obtainable in a hardback edition.

There must also be an extensive collection of books of information to meet the needs of all children as they grow up through the school. In addition the library should include encyclopedias, dictionaries, local material and other books for reference.

(b) *Middle and secondary schools*

The reading needs of all pupils must be studied, from those in the first year to those taking advanced courses, and from those in remedial classes to the highly academic. In secondary schools a wide range of adult stock is needed, but there must also be appropriate provision of books specifically written for young people.

At this age, too, the purchase of paperback editions should form an essential part of the bookstock. Paperbacks are popular with the adolescent age group and, as in the case of primary schools, the provision of such material will ensure that some worthwhile books will be made available which are not obtainable in hardback editions. This may prove particularly useful in the case of the studies undertaken by fifth and sixth forms.

Apart from as comprehensive a stock as possible of recreational reading and of information books closely connected with the needs of the curriculum, secondary school libraries will also need a large stock of up-to-date quick-reference books, including atlases, dictionaries (both of other languages and of subjects), encyclopedias and the like. Attention is also drawn to the importance of government publications, pamphlet material of all kinds and material for local studies. It will be necessary to include bibliographies and critical surveys as aids to book selection.

A select number of newspapers and periodicals, especially those which are indexed, should also form a part of the secondary school library stock.

Size of stock

43. It cannot be too much emphasised that the quality of the stock is as important as the quantity. Every book should be really worthy of its place on the shelf, in terms of its merit and the demands made to consult or to read it.

(a) *Primary schools*

Local conditions vary, but it is recommended that in a primary school there should be not fewer than eight books per child. As a general rule, the considerably smaller school will require a commensurately higher proportion of books per pupil than does the school with a large number of children on the register. In the same way, the school which is in a rural area, and is thus geographically more remote from other sources of information, should possess a wider range of information books and more story-books than the school of similar size in the urban area with a public library close at hand. In practice, it is likely that most primary school stocks meeting these standards will vary between 2,000 and 4,000 books.

(b) *Middle and secondary schools*

In the libraries in middle and secondary schools, there should be not fewer than ten books per pupil below sixth form level and at sixth form level, fifteen books per pupil. The figures quoted are for total stock of the school library, whether bought from the school's own library allowance or obtained through the school library service. In addition, it should be possible to borrow material on short term loan from a central supporting stock of the school library service (see paragraph 46 "School Library Service").

Initial stock

44. When a new school library is established, the initial expenditure should be met by a special grant which may be spent over a period of, say, three to five years.

(a) *Primary schools*

The total number of books in a new primary school library should be not fewer than 1,000 volumes.

(b) *Middle and secondary schools*

The total number of books in a new secondary school library should be not fewer than 3,500 volumes.

Maintenance of stock

45. If the general appearance of the library is uninteresting and uninviting, it follows that pupils will be unwilling to use it. If every endeavour is made to ensure that the school library is a welcoming and attractive place, then not only will reluctant readers be encouraged to make use of the library but a far more responsible attitude towards the stock will be shown by all pupils. It is essential to have a stock revision policy, withdrawing from circulation books which have become out-of-date, worn, torn or faded, and replacing where necessary.

(a) *Primary schools*

It is estimated that one-third of the stock will need replacement each year, either by new titles or new copies of standard or basic books, and that allowance should be made for re-binding one-twentieth. The increasing amount of published material in scenic binding may result in a decrease in this percentage in future.

(b) *Middle and secondary schools*

It is estimated that one-sixth of the stock will need replacement each year and that allowance should be made for re-binding one-tenth.

School library service

46. A school library service, organised by qualified librarians with a special knowledge of school needs, may well provide a substantial part of the basic stock (referred to in paragraph 43 "Size of Stock") some of which may be exchanged regularly by use of school mobile libraries to provide a live topical collection with direct relation to the present and anticipated needs of the school. In addition, this department should provide a supplementary service to meet the short-term needs of teachers requiring background material to topics currently under discussion in their classrooms. Such a service should provide displays of significant recent books for children which in some areas form part of a much larger collection of books on permanent view for teachers to consult.

Other materials

47. At the present time, school libraries are tending to become resource centres and include in addition to their bookstocks, films and filmstrips, materials such as tapes, slides, prints, mounted illustrations, discs and cassettes. As the provision of non-book materials is developing in schools at varying rates, it is difficult to lay down any guidelines regarding the amount of such materials which should be available in the school library.

48. The best solution would seem to be the expansion of the school library service to resource service lending this material in the same way as books, while each school may choose to possess individual items which are frequently in use.

49. Among the various items of "software" which every school should possess, as far as circumstances permit, are the following:—

slides
film strips
loop films
tapes
records
transparencies for overhead projectors
microfilms
programmes for teaching machines
drills for language laboratories
wall charts
illustrations

50. Items of "hardware" required include the following:—

8mm loop projectors
slide projectors
film strip projectors
overhead projectors
record players
episcopes
slide viewers
filmstrip viewers
tape recorders
television screens
video-tape recorders
micro projectors
micro film readers (especially for large VI forms)

The important thing to realise is the potential of these media and their value in conjunction with books.

School Library Accommodation

51. Library areas must be so designed as to enable them to carry out their functions effectively. These functions are complex and mirror changes in educational thought and school organisation. The planner has, therefore, to consider current needs, to look for signs in the present which indicate future lines of development and to allow for changes in approach as yet unguessed. As the simple rectangular rooms of 960 square feet built in the early 1950s are now proved to be inadequate as secondary school libraries, so may the library suites of the late 1960s appear in ten years' time. In this climate of rapid change, the most the planner can do is to provide for a flexible use of space and for future expansion. Success depends not only on the amount of space given to the library area, but also on the way in which the space is allocated. Experience shows that the best results in library planning arise from combining the knowledge of architect, school staff and librarian. This joint consultation should take place at an early stage and extend to discussion of furniture and equipment.

Siting, heating, lighting

52. A library is more than the sum of its parts and there are advantages and economies in having one central library in each school. However, in the secondary schools, study space apart from that in the main library should be provided and this may include library bases (e.g. a first year base), though these should be considered as an extension of the main library rather than a diffusion of resources. The main library should be at the hub of the school adjacent to the departments which use it most. It should not be so positioned that it is used as a passage way by pupils moving from one part of the school to another. In the primary school, the central library may be envisaged to some extent as a pool from which teachers can draw when choosing material for area and/or class libraries: regarded in this way, the dichotomy between central and class libraries is removed. In many new plans for primary schools, classrooms as such have disappeared and division of space is by function, e.g. quiet area, maths/science area, rather than by groups of children. In such schools the principle outlined above still obtains; a central book area is required, supplemented by a number of quiet areas where books and other materials are housed and used. In all schools the site should be central, adjacent to communal areas and to the departments likely to use books most heavily. It requires to be easily accessible and relatively free from noise. While heating and lighting are obviously important factors, the positioning of radiators and windows must be subordinate to the need for adequate book storage and study space. Consideration should, therefore, be given to using a heating system which does not take up valuable wall space, and to providing some natural light by top lighting or borrowed light. Artificial lighting should aim to give good general lighting throughout the library, with greater illumination in the staff and study areas.

Amount of space required

53. (a) *Primary schools*

Provision should be made for one-tenth of the pupils to use the library areas at any one time, with

an allocation of 20 square feet per reader with a minimum of 250 square feet.

Examples

3 classes	120 pupils	250 square feet
7 classes	280 pupils	560 square feet
10 classes	400 pupils	800 square feet

(b) *Middle and secondary schools*
Provision in secondary schools should be made for one-tenth of the pupils to use the library at any one time, with an allocation of 25 square feet for each reader, plus 300 square feet for administrative accommodation.

Examples

6 form entry	990 pupils	2775 square feet
8 form entry	1320 pupils	3600 square feet
10 form entry	1650 pupils	4425 square feet

Provision for middle schools should be at the same level as in secondary schools. The allocation of space would, however, resemble the flexible pattern used in the primary school, with a main library plus library areas in lower and middle school blocks.

Allocation of space

54. (a) *Primary schools*
Areas to be provided include those for:—
Study,
Informal reading,
Issue and discharge of books,
Book storage,
Storage and use of resource materials other than books,
Exhibition and display,
Workroom (processing and handling of books).

(b) *Middle and secondary schools*
Areas to be provided include those for:—
Study,
Informal reading,
Class and/or group work,
Individual work with resource materials e.g. tapes, slides, records,
Issue and discharge of books,
Librarian's workroom,
Readers' advisory desk,
Workroom for use by teachers and technicians in connection with visual aids,
Shelving and storage of books and periodicals,
Audio-visual aids storage,
Exhibition and display.

55. It would be difficult to lay down precise rules about the allocation of space within the recommended totals, for the library areas must be seen within the context of the whole school. The design of the library should be related to the traffic flow with quick service area nearest the door and study areas furthest away. Relationships between certain of the areas noted above are close; for example, the informal reading area may include, or be adjacent to, the display area; the librarian's workroom should be near the desk where books are issued; the carrels are logically part of the study area. The layout of the library should reflect these relationships. It is helpful if one or two rooms for group work are built adjacent to the library complex, to be used for work associated with library as well as general purposes. Area libraries in primary schools are usually situated in general resource areas designed for use in a variety of ways. This means that work with books need not be confined within the particular number of square feet indicated below, but can extend into the general area. It is essential, however, that adequate space should be allocated specifically for book areas; experience shows that where space is designated for dual purposes, e.g. dining/study, both uses of the space are inhibited and the study use is particularly unsatisfactory. In secondary schools space adjacent to the library is needed for personal belongings.

(a) *Primary schools*

Upper junior and central library area	220 square feet
Infants library area	160 square feet
Lower junior library area	180 square feet
Total	560 square feet for 7 class school (280 children)

All library areas should be accessible to all pupils.

(b) *Middle and secondary schools*

Main library	2500 square feet
Librarian's workroom	150 square feet
Visual aids storage and workroom	200 square feet
Group room, with blackout facilities	500 square feet
Room for small groups/ seminars	250 square feet
Total	3600 square feet for 8 form entry.

Furnishing

56. In furnishing library areas, the following points should be borne in mind:—

(a) *Primary schools*

The amount of shelving provided for books needs to be particularly generous. In the secondary school one can accept that a shelf 3 feet long will hold 30 books: in the primary school a high proportion of the books will be displayed front cover forwards, and with this type of display a shelf 3 feet long will hold approximately 5 books. Shelving should not be higher than 5 feet over-all, giving a top shelf at approximately 4 feet. All shelving should be adjustable. Library areas in the primary school will have to house books, provide facilities for study and serve as "home base" areas of domestic character, where children may read in a quiet atmosphere. Rugs or carpet, curtains, easy chairs, pictures, are among the items which will help to establish this atmosphere. In addition, chairs and tables for study purposes will be needed: 15½ inch chairs will be suitable for upper juniors, matched with tables 25½ inches high. The use of varying types of furniture will help define the function of different parts of the library area. Other necessary equipment includes a catalogue cabinet, storage units for audio-visual material, electrical points for audio-visual equipment, and a desk, with at least one deep drawer or cupboard, for the issue and discharge of books. The shelving in the central area should provide for not fewer than 1,500

books, that in subsidiary areas for 300 books, and in addition storage units will be required in the central area for visual aids.

(b) *Middle and secondary schools*

Maximum flexibility in arrangement is desirable: this suggests movable partitions and glass screens between areas rather than walls, the use of furniture to define function and separate different sections of the library and the provision of movable book stacks where practicable. Quietness is particularly desirable: carpeting, double glazing and lightweight chairs will help to achieve this end; stairs and galleries increase disturbance to readers. Ease of supervision should be taken into account when deciding on the disposition of shelving and its height. The placing of the stacks carrying information books away from the study area should enable pupils to work undisturbed by borrowers, and this advantage should be considered, among other factors, when planning lay-out.

(i) *Shelving.* The height of shelving must depend partly on the proportions of the library room, but wall shelving should not exceed 6 feet overall and island shelving should generally be low enough to permit supervision of the whole room. All shelving should be adjustable: in calculating the amount of shelving required, 10 books should be estimated as taking up 1 foot of shelf space. The standard length of a bookshelf is 3 feet, its depth 8 inches: for oversize books depth should be increased to 12 inches and the provision of vertical partitions at 8 inch centres is desirable.

(ii) *Other furniture.* Tables 27½ inches high provide a suitable height for working for most older pupils, used with chairs 17½ inches high. A variety of table sizes will be necessary and pupils at the top of the school will benefit from individual study space. Tables 2 feet 6 inches by 4 feet 6 inches seating four pupils will be suitable for much library work, but students doing advanced work will need at least 6 square feet of working surface each, whether this is provided at tables or in study carrels. A percentage of study carrels should have electric points for audio-visual equipment and other needs. Tables and chairs should not be so placed that access to the bookshelves is impeded: if tables are provided between island bookcases, the cases must be at least 9 feet apart. Informal seating, in the form of armchairs, window seats, bench seating etc., will be needed and some low tables. A periodicals rack with provision for storage of back numbers, a catalogue cabinet, book trolleys, storage units for audio-visual materials, display units and a desk or specially designed counter for the issue and discharge of books are other essential items.

Summary of furnishing standards

57.

Shelving

Depth: 8 inches in general; 12 inches for oversize books. Approximately one-eighth of the information books are likely to be oversize.

Length: Horizontal shelves 3 feet long. Sloping shelves can be up to 6 feet without danger of warping.

Height: Wall stacks; secondary school maximum 6 feet, junior school maximum 5 feet and infant school 4 feet. Island stacks; 4 feet except in special circumstances, e.g. their use to create study bays or to separate areas of the library.

Capacity: 10 books per 1 foot run of shelving.

Spacing of shelves: All shelves should be adjustable. Allow 9 inches between shelves in the fiction section, 10 inches in the information section, 12 inches in the reference section and 14 inches in the oversize section. Sloping shelves are required in addition to horizontal: these should be 8 inches to 12 inches deep with a 1 inch retaining lip. The proportion of sloping shelves to horizontal varies with the type of school.

Study tables

Height: Maximum 27½ inches secondary school, 25½ inches primary school.

Area: Short-term use: 3 square feet per pupil. Advanced work: 6 square feet per pupil.

Study chairs

Height: Maximum 17½ inches secondary school, 15½ inches primary school.

Heights quoted here are maxima: in practice a variety of table and chair sizes will be needed if children of different ages are to be accommodated comfortably, and readers are referred to the detailed dimensions given in British Standard 3030. A British Standard on metric dimensions of furniture is reported to be in preparation.

Catalogue cabinet

Allow 1 draw per 1,000 catalogue cards.

School library service department

58. This department is called upon to carry out functions similar in complexity to a school library, and adequate accommodation is essential if it is to carry out these functions effectively. Space must be provided for the shelving of approximately one-tenth of the stock available to schools, for the shelving of bibliographies and works about children's reading, and for special collections. In addition there should be an exhibition stock of not less than 5,000 volumes, as well as room for teachers wishing to consult it, a display area of not less than 500 square feet and a lecture/meeting room able to accommodate at least 40 people. A separate office for the school library service organiser, adequate accommodation for other staff and storage for collections being assembled for schools are essential. Where audio-visual services are included, space and viewing/listening facilities are also needed. The department must have easy access for vans and good and convenient loading bays. It may be necessary, depending on the internal library organisation, to provide shelving for new books being processed and catalogued, for books awaiting re-binding and for a packing/dispatch section.

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